

Appendix A1: English Language Background Questionnaire (English)

English Language Background Questionnaire

Child's Name :

NRIC No. :

Parent/ Guardian's Name:

Dear Parent or Guardian:

This is a simple questionnaire to determine how well the child's family understands, speaks, reads and writes English. The information gathered will contribute to the researcher's knowledge of the child's English Language background. Your assistance in answering these questions is greatly appreciated.

Thank You

(Tick '✓' boxes that apply)

- | | | | |
|---|----------------------------------|--------------------------------|--------------------------|
| 1. What language(s) is spoken in the home? | <input type="checkbox"/> English | <input type="checkbox"/> Other | _____ |
| 2. What language(s) is spoken most of the time to your children and family in the home? | <input type="checkbox"/> English | <input type="checkbox"/> Other | _____ |
| 3. What language(s) is spoken most of the time to your neighbours? | <input type="checkbox"/> English | <input type="checkbox"/> Other | _____ |
| 4. What language(s) does your family understand? | <input type="checkbox"/> English | <input type="checkbox"/> Other | _____ |
| 5. What language(s) does your family speak? | <input type="checkbox"/> English | <input type="checkbox"/> Other | _____ |
| 6. What language(s) does your family read? | <input type="checkbox"/> English | <input type="checkbox"/> Other | _____ |
| 7. What language(s) does your family write? | <input type="checkbox"/> English | <input type="checkbox"/> Other | _____ |
| 8. How well do you understand, speak, read and write English? | | | |
| | <i>Very well</i> | <i>Only a little</i> | <i>Not at all</i> |
| Understand English | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Speak English | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Read English | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Write English | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

.....
Signature of Parent/ Guardian

.....
Date

Appendix A2: English Language Background Questionnaire (Malay)

Soal Selidik Latar Belakang Bahasa Inggeris

Nama Anak :

No. K/P :

Nama Ibubapa/ Penjaga:

Para Ibubapa/ Penjaga yang dihormati:

Ini adalah satu soal selidik yang mudah untuk menentukan bagaimana keluarga kanak-kanak itu memahami, bertutur, membaca dan menulis dalam Bahasa Inggeris. Maklumat yang dikumpulkan akan menyumbang kepada pengetahuan penyelidik latar belakang Bahasa Inggeris kanak-kanak. Bantuan anda untuk menjawab soalan-soalan ini adalah amat dihargai.

Sekian, terima kasih.

(Tandakan '✓' pada kotak yang berkenaan)

- | | | |
|---|--|------------------------------------|
| 1. Apakah bahasa yang dituturkan di rumah? | <input type="checkbox"/> Bahasa Inggeris | <input type="checkbox"/> Lain-Lain |
| 2. Apakah bahasa yang dituturkan kebanyakan masa kepada anak-anak dan keluarga anda di rumah? | <input type="checkbox"/> Bahasa Inggeris | <input type="checkbox"/> Lain-Lain |
| 3. Apakah bahasa yang dituturkan di kepada jiran? | <input type="checkbox"/> Bahasa Inggeris | <input type="checkbox"/> Lain-Lain |
| 4. Apakah bahasa yang dimahami oleh keluarga anda? | <input type="checkbox"/> Bahasa Inggeris | <input type="checkbox"/> Lain-Lain |
| 5. Apakah bahasa yang dituturi oleh keluarga anda? | <input type="checkbox"/> Bahasa Inggeris | <input type="checkbox"/> Lain-Lain |
| 6. Apakah bahasa yang dibaca oleh keluarga anda? | <input type="checkbox"/> Bahasa Inggeris | <input type="checkbox"/> Lain-Lain |
| 7. Apakah bahasa yang ditulis oleh keluarga anda? | <input type="checkbox"/> Bahasa Inggeris | <input type="checkbox"/> Lain-Lain |

8. Sejauh manakah anda memahami, bertutur, membaca dan menulis dalam Bahasa Inggeris?

	<i>Sangat Baik</i>	<i>Sedikit Sahaja</i>	<i>Tidak sama sekali</i>
Memahami B.Inggeris	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bertutur B.Inggeris	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Membaca B.Inggeris	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Menulis B.Inggeris	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tandatangan Ibubapa/ Penjaga

Tarikh

Appendix B: KSSR Assessment Results

Participants from School X

05/06/2013

SENARAI PRESTASI KUMULATIF MURID

Nama Sekolah : SK [REDACTED]
Kod Sekolah : BBA [REDACTED]
Tahun : D3
Nama Kelas : -
Mata Pelajaran : BAHASA INGGERIS (SK)
Kemahiran : LISAN, BACAAN DAN TULISAN

Bil	No. MyKid/ No. Murid	Nama Murid	Prestasi Kumulatif
1	04101210xxxx	[REDACTED]	Band 2
2	04080110xxxx	[REDACTED]	Band 2
3	04053110xxxx	[REDACTED]	Band 2
4	04121810xxxx	[REDACTED]	Band 2
5	04031110xxxx	[REDACTED]	Band 2
6	04070210xxxx	[REDACTED]	Band 2
7	04070810xxxx	[REDACTED]	Band 2
8	04041210xxxx	[REDACTED]	Band 2
9	04030210xxxx	[REDACTED]	Band 2
10	04041310xxxx	[REDACTED]	Band 2
11	04010510xxxx	[REDACTED]	Band 2
12	04070210xxxx	[REDACTED]	Band 2
13	04121510xxxx	[REDACTED]	Band 2
14	04040410xxxx	[REDACTED]	Band 2
15	04092610xxxx	[REDACTED]	Band 2
16	04060710xxxx	[REDACTED]	Band 2
17	04072710xxxx	[REDACTED]	Band 2
18	04112910xxxx	[REDACTED]	Band 2
19	04051810xxxx	[REDACTED]	Band 2
20	04012310xxxx	[REDACTED]	Band 2
21	04092110xxxx	[REDACTED]	Band 2
22	04080610xxxx	[REDACTED]	Band 2
23	04082510xxxx	[REDACTED]	Band 2

Tarikh Cetakan : 05/06/2013 08:30:42 AM

Appendix B: KSSR Assessment Results

Participants from School X

05/06/2013

SENARAI PRESTASI KUMULATIF MURID

Nama Sekolah : SK [REDACTED]
Kod Sekolah : BBA [REDACTED]
Tahun : D3
Nama Kelas : -
Mata Pelajaran : BAHASA INGGERIS (SK)
Kemahiran : LISAN, BACAAN DAN TULISAN

Bil	No. MyKid/ No. Murid	Nama Murid	Prestasi Kumulatif
24	04092010xxxx	[REDACTED]	Band 2
25	04091810xxxx	[REDACTED]	Band 2
26	04112510xxxx	[REDACTED]	Band 2
27	04052110xxxx	[REDACTED]	Band 2
28	04050510xxxx	[REDACTED]	Band 2
29	04121710xxxx	[REDACTED]	Band 2
30	04040910xxxx	[REDACTED]	Band 2
31	04101110xxxx	[REDACTED]	Band 2
32	04051210xxxx	[REDACTED]	Band 2
33	04011810xxxx	[REDACTED]	Band 2
34	04032310xxxx	[REDACTED]	Band 2
35	04071110xxxx	[REDACTED]	Band 2
36	04100210xxxx	[REDACTED]	Band 2
37	04061110xxxx	[REDACTED]	Band 2
38	04102010xxxx	[REDACTED]	Band 2
39	04040510xxxx	[REDACTED]	Band 2
40	04080510xxxx	[REDACTED]	Band 2
41	04072010xxxx	[REDACTED]	Band 2
42	04031110xxxx	[REDACTED]	Band 2
43	04050810xxxx	[REDACTED]	Band 2
44	04092510xxxx	[REDACTED]	Band 2
45	04022810xxxx	[REDACTED]	Band 2

Tarikh Cetakan : 05/06/2013 08:30:42 AM

Appendix C: Lesson Notes

Date	Lesson Plan	GPIO	GINW	GINP
MONDAY (5.08.2013) 0810 – 0820 (10 minutes) Task 1 (Round 1)	Year: Theme: Topic: Focus: Content Standards: Learning Objectives: Teaching Aids: E. Emphases: Activities: Round 1	3 World of Knowledge Vegetables Listening and Speaking 1.2; 1.3 1.2.2 Able to listen to and follow simple instructions. (GPIO, GINW and GINP) 1.2.3 Able to give simple instructions. (GINP only) 1.3.1 Able to listen to and demonstrate understanding by asking simple Wh- questions. (GINW and GINP only) Pictures of Vegetables, Numbered Sheets, Instructions Mastery learning; MI: Verbal-Linguistics, Constructivism		
0820 – 1050 Task 1 (Round 2) (10 minutes each)	Round 2	- No activity -		1. The instructor is given pictures of 15 vegetables and a numbered sheet. 2. The roles are reversed. Each participant instructs the instructor to place the vegetables according to the sequence that the participants desire. 3. Interaction is allowed.

Appendix C: Lesson Notes

Date	Lesson Plan	GPIO	GINW	GINP
TUESDAY (6.08.2013) 0810 – 0820 (10 minutes) <i>Task 1 (Round 1)</i>	<p>Year: Theme: Topic: Focus:</p> <p>Content Standards: Learning Objectives:</p> <p>Teaching Aids: E. Emphases: Activities:</p> <p>Round 1</p>	<p>3</p> <p>World of Knowledge Vegetables Listening and Speaking 1.2; 1.3 1.2.2 Able to listen to and follow simple instructions. (GPIO, GINW and GINP) 1.2.3 Able to give simple instructions. (GINP only) 1.3.1 Able to listen to and demonstrate understanding by asking simple Wh- questions. (GINW and GINP only) Pictures of Vegetables, Kitchen Maps, Instructions Mastery learning; MI: Verbal-Linguistics, Constructivism</p>	<p>1. Each participant is provided pictures of 15 vegetables (Appendix C1) and a kitchen map (Appendix C3). 2. The instructor reads the instructions (Appendix B1) and the riddles (Appendix D) for the pupils i) at a slow rate for the GPIO group. ii) at a normal rate for the GINW and GINP group. 3. The pupils are to place each vegetable on the kitchen map based on the instructions. 4. No interaction is allowed. (GPIO only) 5. Interaction is allowed. (GINW and GINP only)</p>	
0820 – 1050 <i>Task 1 (Round 2)</i>	<p>Round 2</p>	- No activity -	<p>1. The instructor is given pictures of 15 vegetables and a numbered sheet. 2. The roles are reversed. Each participant instructs the instructor to place the vegetables on the kitchen map that the participants desire. 3. Interaction is allowed.</p>	

Appendix D1: Information Gap Task 1 (Instructions)

DIRECTIONS FOR TASK 1 (GPIO GROUP)

The map contains 10 pictures of vegetables. Find the correct vegetables and paste them on this numbered sheet. You are not allowed to ask anything, so listen carefully. For each vegetable, you will have one (1) minute to find and paste it. You will not be able to change your answer. If you do not know answer, leave the space blank.

DIRECTIONS FOR TASK 1 (GINW GROUP)

The map contains 10 pictures of vegetables. Find the correct vegetables and paste them on this numbered sheet. You can ask any questions in English, if you do not understand. For each vegetable, you will have one (1) minute to find and paste it. You will not be able to change your answer. If you do not know answer, leave the space blank.

DIRECTIONS FOR TASK 1 (GINP GROUP)

Part 1

The map contains 10 pictures of vegetables. Find the correct vegetables and paste them on this numbered sheet. You can ask any questions in English, if you do not understand. For each vegetable, you will have one (1) minute to find and paste it. You will not be able to change your answer. If you do not know answer, leave the space blank.

Part 2

You have to give instructions in English, so that I can find the correct vegetables. Please ask questions in English if you do not know the words, but do not show the drawings to me. You can talk to me in English so your instructions are understood. For each vegetable, you will have one (1) minute.

Appendix D2: Information Gap Task 2 (Instructions)

DIRECTIONS FOR TASK 2 (GPIO GROUP)

The map contains 10 pictures of vegetables. Find the correct vegetables and paste them according to the correct places in the kitchen. You are not allowed to ask anything, so listen carefully. For each vegetable, you will have one (1) minute to find and paste it on the correct place in the kitchen. You will not be able to change your answer.

DIRECTIONS FOR TASK 2 (GINW GROUP)

The map contains 10 pictures of vegetables. Find the correct vegetables and paste them according to the correct places in the kitchen. You can ask any questions in English, if you do not understand. For each vegetable, you will have one (1) minute to find and paste it on the correct place in the kitchen. You will not be able to change your answer.

DIRECTIONS FOR TASK 2 (GINP GROUP)

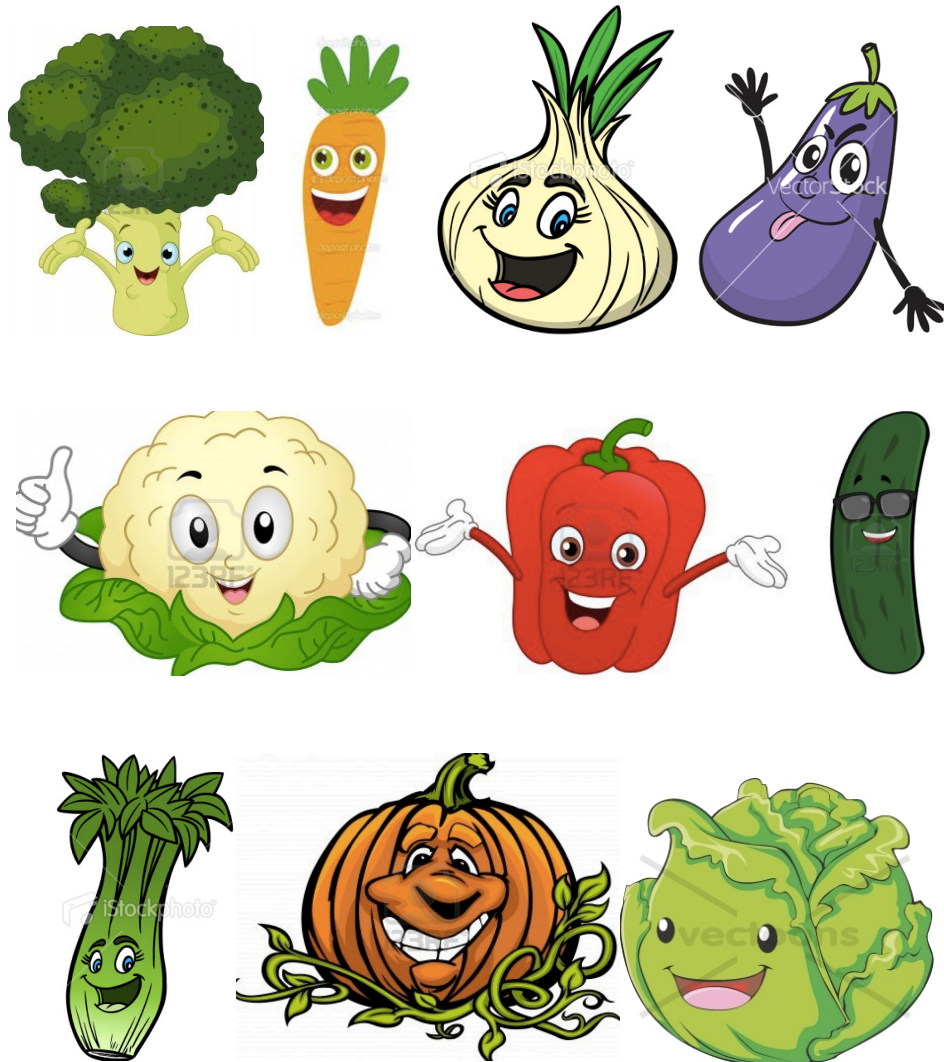
Part 1

The map contains 10 pictures of vegetables. Find the correct vegetables and paste them according to the correct places in the kitchen. You can ask any questions in English, if you do not understand. For each vegetable, you will have one (1) minute to find and paste it on the correct place in the kitchen. You will not be able to change your answer.

Part 2

Now, using the map that contains the vegetables placed in different parts of the room, give instructions in English to me, so I can place the vegetables in my map. You are allowed to ask and answer all the questions in English in order to perform the task successfully. There will be a maximum of one (1) minute for each vegetable.

Appendix E1: Pictures of Target Items



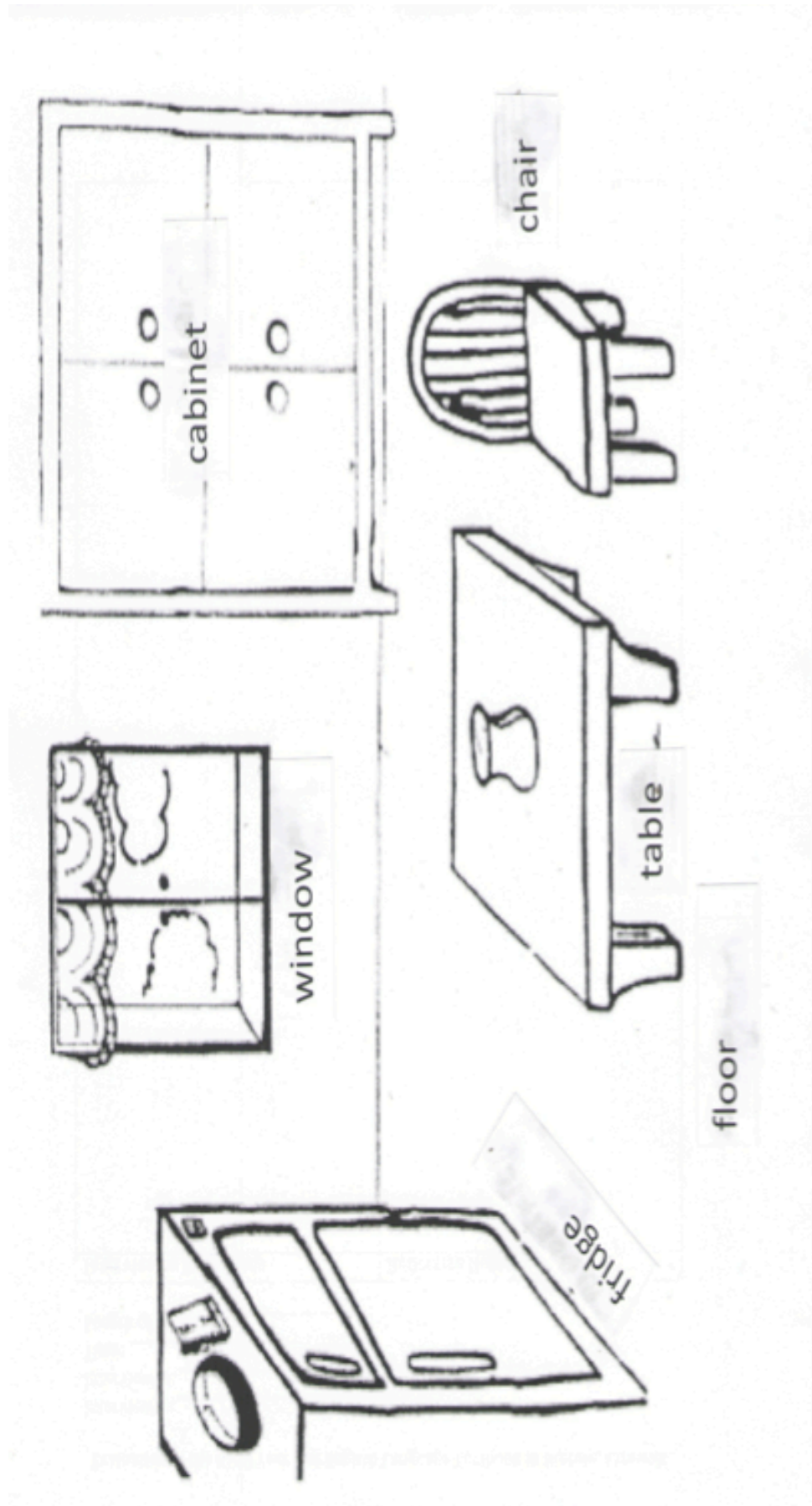
Distractors:



Appendix E2: Task 1 (Numbered Sheet)

1	2	3
4	5	6
7	8	9
	10	

Appendix E3: Task 2 (Kitchen Map)



Appendix F: Baseline Instructions for Task 1 and Task 2

Task 1

1. I am a **BROCCOLI**. I am green. I taste good raw, steamed, sauteed, or roasted. I look like a small tree.
2. I am a **CARROT**. I am long and orange. I grow underneath the ground. I can be eaten raw or cooked. I help keep eyes healthy.
3. I am an **ONION**. When you cut me up, I will make you cry. I smell really strong, but I don't know why.
4. I am a **BRINJAL**. I am purple outside and white inside. My skin is smooth. I taste good with curry.
5. I am a **CAULIFLOWER**. I am white. I have a heavy flower. When I am eaten raw, I am crunchy.
6. I am a **PUMPKIN**. I am big, round and orange. You can make me into a pie or a soup.
7. I am a **CELERY**. I am green. I have a long stem. I am crunchy when you bite into me. I have a lot of fiber. I am green.
8. I am a **CABBAGE**. I am round and green. I have many layers of leaves. I taste good boiled and sautéed.
9. I am a **CUCUMBER**. I am long and green. I am also juicy. You can eat me raw. Sometimes, people use me as an eye mask.
10. I am a **PEPPER**. I am red and sweet. My seeds are hot but you can grind them. You can shake and put on your food. I am bell-shaped.

Task 2

1. Put the **BROCCOLI** on the cabinet. I am green. I taste good raw, steamed, sauteed, or roasted. I look like a small tree.
2. Put the **CARROT** on the table. I am long and orange. I grow underneath the ground. I can be eaten raw or cooked. I help keep eyes healthy.
3. Put the **ONION** on the chair. When you cut me up, I will make you cry. I smell really strong, but I don't know why.
4. Put the **BRINJAL** on the floor. I am purple outside and white inside. My skin is smooth. I taste good with curry.
5. Put the **CAULIFLOWER** in the fridge. I am white. I have a heavy flower. When I am eaten raw, I am crunchy.
6. Put the **PUMPKIN** on the floor. I am big, round and orange. You can make me into a pie or a soup.
7. Put the **CELERY** in the window. I am green. I have a long stem. I am crunchy when you bite into me. I have a lot of fiber. I am green.
8. Put the **CABBAGE** on the fridge. I am green. I have many layers of leaves.
9. Put the **CUCUMBER** on the table. I am long and green. I am also juicy. You can eat me raw. Sometimes, people use me as an eye mask.
10. Put the **PEPPER** in the cabinet. I am red and sweet. My seeds are hot but you can grind them. You can shake and put on your food. I am bell-shaped.

Appendix G: Testing Instruments (RVKS and PVKS)

Part 1: Receptive Vocabulary Knowledge Test

Receptive Vocabulary Knowledge Scale

1. I do not remember having heard that word before.
2. I have heard that word before, but I do not know what it means.
3. I have heard that word before, and I think it means (say translation).
4. I know that word. It means (say translation).

Part 2: Productive Vocabulary Knowledge Test

Productive Vocabulary Knowledge Scale

1. I have never produced the word in English for that image. I do not know it.
2. I have produced that word before, but I can't remember.
3. I think that is a _____ in English.
4. I know that is a _____ in English.

Appendix H: Researcher's Biodata

Researcher's Biodata

Personal Profile:

Name : Mellisa Chin Lee Lee
Date of Birth : 11th November 1985
Profession : Academic Teacher
Grade : DG41

Educational Qualification:

- Passed 'Sijil Pelajaran Malaysia' (SPM) in the year 2002.
- Passed Bachelor of Education (Teaching of English as a Second Language) from University of Malaya in the year 2009.
- Pursuing Masters of English as a Second Language in University of Malaya (2012-2014)

Continuous Professional Development:

- Kursus Pemantapan Pedagogi Bahasa Inggeris dibawah MBMMBI
- Kursus 'The Teaching of Phonics' 2011
- Kursus Orientasi KSSR & PBS Bahasa Inggeris Tahun 1 2011
- Kursus Orientasi KSSR & PBS Bahasa Inggeris Tahun 2 2012
- Kursus Orientasi untuk Guru-Guru ICTL Tahun 2011 dibawah POL LDP JPN Sarawak (Master Trainer)

Experience:

- 3 years of teaching experience English Language.

Certification:

I, the undersigned certify that to the best of knowledge and belief, this biodata sheets correctly describes my qualification and my self.

.....
(Mellisa Chin Lee Lee)
aurora11rose@siswa.um.edu.my

Appendix I: Teachers' Biodata

Teacher A's Biodata

Personal Profile:

Name : Eliada Grace Herbert
Date of Birth : 17th April 1980
Profession : Academic Teacher
Grade : DG44

Educational Qualification:

- Passed 'Sijil Pelajaran Malaysia' (SPM) in the year 1998.
- Passed Bachelor of Education (Teaching of English as a Second Language) from Universiti Malaysia Sabah in the year 2007.

Continuous Professional Development:

- Kursus Pemantapan Pedagogi Bahasa Inggeris dibawah MBMMBI
- Kursus Orientasi KSSR & PBS Bahasa Inggeris Tahun 1 2011
- Kursus Orientasi KSSR & PBS Bahasa Inggeris Tahun 2 2012
- Kursus Orientasi KSSR & PBS Bahasa Inggeris Tahun 3 2013
- Kursus Pendedahan LINUS 2.0 Bahasa Inggeris 2013

Experience:

- 7 years of teaching experience English Language.

Certification:

I, the undersigned certify that to the best of knowledge and belief, this biodata sheets correctly describes my qualification and my self.

.....
(Eliada Grace Herbert)
modesto80@yahoo.com

Appendix I: Teachers' Biodata

Teacher B's Biodata

Personal Profile:

Name : Nur Hidayah Shahida bt. Abdul Malik
Date of Birth : 27th March 1985
Profession : Academic Teacher
Grade : DG41

Educational Qualification:

- Passed 'Sijil Pelajaran Malaysia' (SPM) in the year 2002.
- Passed Bachelor of Education (Teaching of English as a Second Language) from Institut Perguruan Ilmu Khas in the year 2008.

Continuous Professional Development:

- Kursus Pemantapan Pedagogi Bahasa Inggeris dibawah MBMMBI
- Kursus Orientasi KSSR & PBS Bahasa Inggeris Tahun 1 2011
- Kursus Orientasi KSSR & PBS Bahasa Inggeris Tahun 2 2012
- Kursus Orientasi KSSR & PBS Bahasa Inggeris Tahun 3 2013
- Kursus Teaching of Trainers 2013
- Kursus Program Intervensi Bahasa Inggeris 2013

Experience:

- 6 years of teaching experience English Language.

Certification:

I, the undersigned certify that to the best of knowledge and belief, this biodata sheets correctly describes my qualification and my self.

.....
(Nur Hidayah Shahida bt. Abdul Malik)
hanfeyah@gmail.com

Appendix I: Teachers' Biodata

Teacher C's Biodata

Personal Profile:

Name : Chong Pey Chyi
Date of Birth : 21st July 1984
Profession : Academic Teacher
Grade : DG41

Educational Qualification:

- Passed 'Sijil Pelajaran Malaysia' (SPM) in the year 2003.
- Passed Bachelor of Education (Teaching of English as a Second Language) from Institut Perguruan Ilmu Khas in the year 2007.

Continuous Professional Development:

- Kursus Pemantapan Pedagogi Bahasa Inggeris dibawah MBMMBI
- Kursus 'The Teaching of Phonics' 2011
- Kursus Orientasi KSSR & PBS Bahasa Inggeris Tahun 1 2011
- Kursus Orientasi KSSR & PBS Bahasa Inggeris Tahun 2 2012
- Kursus Orientasi KSSR & PBS Bahasa Inggeris Tahun 3 2013
- Kursus Pendedahan LINUS 2.0 Bahasa Inggeris 2013

Experience:

- 6 years of teaching experience English Language.

Certification:

I, the undersigned certify that to the best of knowledge and belief, this biodata sheets correctly describes my qualification and my self.

.....
(Chong Pey Chyi)
dazzling_genie@hotmail.com

Appendix J: Classroom Observation Guidelines

CLASSROOM OBSERVATION GUIDELINES & FIELDNOTES

Interaction among Primary ESL Learners: The Role of Input and Output in L2 Vocabulary Acquisition

Check all that apply.

Setting: _____
 Time: _____
 Length of Observation: _____
 Observer: _____
 Topic: _____
 Participant: _____

LANGUAGE CONTENT
 ___ Listening ___ Speaking
 ___ Reading ___ Writing
 ___ Vocabulary
 ___ Pronunciation
 ___ Grammar

MODE OF DELIVERY
 ___ Whole group
 ___ Small group
 ___ Paired
 ___ Individual

Tasks	Conjectures/Reflective Notes	Evidence from Classroom
Task 1 – Round 1 (GPIO) a. Describe pupils' participation. b. Describe the interaction between pupils and instructors. - What are they interacting about? - How do they negotiate? c. Identify non-participatory/passive participants.		

Appendix J: Classroom Observation Guidelines

Tasks	Conjectures/Reflective Notes	Evidence from Classroom
Task 1 – Round 1 (GINW) a. Describe pupils' participation. b. Describe the interaction between pupils and instructors. - What are they interacting about? - How do they negotiate? c. Identify non-participatory/passive participants.		
Task 1 – Round 1 (GINP) a. Describe pupils' participation. b. Describe the interaction between pupils and instructors. - What are they interacting about? - How do they negotiate? c. Identify non-participatory/passive participants.		
Task 1 – Round 2 (GINP) a. Describe pupils' participation. b. Describe the interaction between pupils and instructors. - What are they interacting about? - How do they negotiate? c. Identify non-participatory/passive participants.		

Appendix J: Classroom Observation Guidelines

Tasks	Conjectures/Reflective Notes	Evidence from Classroom
Task 2 – Round 1 (GPIO) <ol style="list-style-type: none"> Describe pupils' participation. Describe the interaction between pupils and instructors. <ul style="list-style-type: none"> What are they interacting about? How do they negotiate? Identify non-participatory/passive participants. 		
Task 2 – Round 1 (GINW) <ol style="list-style-type: none"> Describe pupils' participation. Describe the interaction between pupils and instructors. <ul style="list-style-type: none"> What are they interacting about? How do they negotiate? Identify non-participatory/passive participants. 	Conjectures/Reflective Notes	Evidence from Classroom
Task 2 – Round 1 (GINP) <ol style="list-style-type: none"> Describe pupils' participation. Describe the interaction between pupils and instructors. <ul style="list-style-type: none"> What are they interacting about? How do they negotiate? Identify non-participatory/passive participants. 		

Appendix J: Classroom Observation Guidelines

Tasks	Conjectures/Reflective Notes	Evidence from Classroom
<p>Task 2 – Round 2 (GINP)</p> <ul style="list-style-type: none"> d. Describe pupils' participation. e. Describe the interaction between pupils and instructors. <ul style="list-style-type: none"> - What are they interacting about? - How do they negotiate? f. Identify non-participatory/passive participants. 		

Appendix K: Sample of Interaction Transcriptions

Interaction (Task 1 – GINW group)

- IN Find the carrot.
- P1 Is (.) purple in colour?
- IN No, it's not purple.
- P1 Is it (0.5) round?
- IN No, it's not round.
- P1 Oh, it is long and thin YAH.
- IN Yes, you are right.

Interaction (Task 1 – GINW group)

- P2 Hmm (0.5) What is it? (.) Look like green tree. I eat it with carrot.
- IN Do you remember the name of the vegetable?
- P2 Mmm (0.5) Take the (broco)
- IN Almost right. Broccoli.
- P2 Yah. Broccoli.

Interaction (Task 2 – GINW group)

- IN Put the broccoli on the cabinet. {CG}
- P3 (What) colour is broccoli?
- IN It is green in colour. {NS}
- P3 Is BROCCOLI look (like small tree?)
- IN Yes (.) it is green and it looks like a small tree.

Appendix K: Sample of Interaction Transcriptions

Interaction (Task 2 – GINP group)

- IN (0.5) Put the onion below the table.
- P4 (Onion?) What smell?
- IN A strong smell. It will make you cry.
- P4 CRY !-
- IN Yes, it stings your eyes when you cut it.
- P4 Can eat (.) just like that?
- IN Yes, sometimes you can eat it just like that with (*satay*.)
- P4 Oh, okay.

Interaction (Task 2 – GINP group)

- P5 Put the thing (0.5) that is green.
- IN Can you remember the name of the vegetable?
- P5 (Hmm) broccoli .
- IN Broccoli? This one? Where do I put the broccoli?
- P5 YES. That one, Put the broccoli (.) on the chair.

Appendix L1 – Parental Consent Form (English)



PARENTAL CONSENT FORM FOR CHILD PARTICIPATION IN RESEARCH CONSENT FORM FOR PARTICIPATION IN RESEARCH (by experiment)

<p>INTERACTION AMONG PRIMARY ESL LEARNERS: THE ROLE OF INPUT AND OUTPUT IN L2 VOCABULARY ACQUISITION</p>
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I
being over the age of 18 years hereby consent to my child
participating, as requested, for the research project on 'Interaction among Primary ESL
Learners: The Role of Input and Output in L2 Vocabulary Acquisition'.

1. I have read the information provided.
2. Details of procedures and any risks have been explained to my satisfaction.
3. I agree to video recording of my child's information and participation.
4. I am aware that I should retain a copy of the Information Sheet and Consent Form for future reference.
5. I understand that:
 - My child may not directly benefit from taking part in this research.
 - My child is free to withdraw from the project at any time and is free to decline to answer particular questions.
 - While the information gained in this study will be published as explained, my child will not be identified, and individual information will remain confidential.
 - Whether my child participates or not, or withdraws after participating, will have no effect on any treatment or service that is being provided to him/her.
 - Whether my child participates or not, or withdraws after participating, will have no effect on his/her progress in his/her course of study, or results gained.
 - My child may ask that the recording/observation be stopped at any time, and he/she may withdraw at any time from the session or the research without disadvantage.

Appendix L1 – Parental Consent Form (English)

6. I agree/do not agree* to the transcript being made available to other researchers who are not members of this research team, but who are judged by the research team to be doing related research, on condition that my identity is not revealed.

** delete as appropriate*

Participant's signature.....Date.....

I certify that I have explained the study to the volunteer and consider that she/he understands what is involved and freely consents to participation.

Researcher's name : Mellisa Chin Lee Lee

Researcher's signature.....Date.....

NB: Two signed copies should be obtained. The copy retained by the researcher may then be used for authorisation of Items 8 and 9, as appropriate.

8. I, the participant whose signature appears below, have read the sample transcript of my participation and agree to its use by the researcher as explained.

Participant's signature.....Date.....

9. I, the participant whose signature appears below, have read the researcher's report and agree to the publication of my information as reported.

Participant's signature.....Date.....

Appendix L2 – Parental Consent Form (Malay)



BORANG KEBENARAN IBU BAPA/PENJAGA BAGI PENYERTAAN ANAK UNTUK PENYERTAAN DALAM PENYELIDIKAN (eksperimen)

INTERAKSI ANTARA PELAJAR ESL SEKOLAH RENDAH: PERANAN INPUT DAN OUTPUT DALAM PEROLEHEN PERBENDAHARAAN KATA L2

Saya
yang berusia lebih daripada 18 tahun dengan ini membenarkan anak saya.....
yang mengambil bahagian, seperti yang diminta, untuk projek penyelidikan mengenai
'Interaksi antara Pelajar ESL Rendah: Peranan Input dan Output dalam Perbendaharaan
Kata Perolehan L2'.

1. Saya telah membaca maklumat yang diberikan.
2. Butiran prosedur dan sebarang risiko telah dijelaskan.
3. Saya bersetuju untuk rakaman video untuk maklumat dan penyertaan anak saya.
4. Saya sedar bahawa saya perlu menyimpan salinan Lembaran Maklumat dan Borang Persetujuan untuk rujukan masa depan.
5. Saya faham bahawa:
 - Anak saya mungkin tidak secara langsung mendapat manfaat daripada mengambil bahagian dalam kajian ini.
 - Anak saya boleh menarik diri daripada projek itu pada bila-bila dan bebas untuk memilih untuk tidak menjawab soalan-soalan tertentu .
 - Walaupun maklumat yang diperolehi dalam kajian ini akan diterbitkan seperti yang dijelaskan , identity anak saya tidak akan dikenal pasti, dan maklumat individu akan kekal sulit.
 - Sama ada anak saya mengambil bahagian atau tidak, atau menarik diri selepas yang mengambil bahagian, akan mempunyai kesan ke atas apa-apa rawatan atau perkhidmatan yang disediakan kepada dia.
 - Sama ada anak saya mengambil bahagian atau tidak, atau menarik diri selepas yang mengambil bahagian, akan mempunyai kesan ke atas kemajuan / beliau dalam perjalanan / beliau kajian , atau keputusan diperolehi.
 - Anak saya boleh meminta rakaman / pemerhatian dihentikan pada bila-bila masa, dan dia boleh menarik diri pada bila-bila masa dari sesi atau penyelidikan.

Appendix L2 – Parental Consent Form (Malay)

6. Saya bersetuju / tidak bersetuju * untuk transkrip yang disediakan kepada penyelidik lain yang bukan ahli pasukan kajian ini, tetapi yang dinilai oleh pasukan penyelidikan untuk melakukan penyelidikan yang berkaitan, dengan syarat identiti saya tidak didedahkan. * Potong yang tidak berkenaan

Tandatangan Peserta.....Tarikh.....

Saya mengesahkan bahawa saya telah menerangkan kajian kepada sukarelawan dan menganggap bahawa dia memahami apa yang terlibat dan bebas bersetuju untuk penyertaan.

Nama Penyelidik : Mellisa Chin Lee Lee

Tandatangan Penyelidik.....Tarikh.....

NB: Dua salinan yang ditandatangani hendaklah diperolehi. Salinan dikekalkan oleh penyelidik itu kemudiannya boleh digunakan untuk mendapatkan kebenaran bagi Item 8 dan 9, yang mana bersesuaian.

8. Saya, peserta dengan tandatangan yang diturunkan di bawah, telah membaca sampel transkrip penyertaan saya dan bersetuju untuk penggunaannya oleh penyelidik seperti yang dijelaskan.

Participant's signature.....Date.....

9. Saya, peserta dengan tandatangan yang diturunkan di bawah, telah membaca laporan penyelidikan dan bersetuju dengan penerbitan maklumat saya seperti yang dilaporkan.

Participant's signature.....Date.....

Appendix M: Letter of Consent (JPNS)



Rujukan Kami : JPNS.PPN 600 - 1/49 JLD.18 (11)
Tarikh : 01/08/2013

MELISSA CHIN LEE LEE
41, LORONG PALAS,
TAMAN SELATAN,
41200 KLANG,
SELANGOR.

Tuan,

KEBENARAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH-SEKOLAH DI BAWAH KEMENTERIAN PELAJARAN MALAYSIA

Perkara di atas dengan segala hormatnya dirujuk.

2. Jabatan ini tiada halangan untuk pihak tuan menjalankan kajian/penyelidikan tersebut di sekolah-sekolah dalam Negeri Selangor seperti yang dinyatakan dalam surat permohonan.

3. Pihak tuan diingatkan agar mendapat persetujuan daripada Pengetua/Guru Besar supaya beliau dapat bekerjasama dan seterusnya memastikan bahawa penyelidikan dijalankan hanya bertujuan seperti yang dipohon. Kajian/penyelidikan yang dijalankan juga tidak mengganggu perjalanan sekolah serta tiada sebarang unsur paksaan.

4. Tuan juga diminta menghantar senaskah hasil kajian ke Unit Perhubungan dan Pendaftaran Jabatan Pelajaran Selangor sebaik selesai penyelidikan/kajian.

Sekian, terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menurut perintah,

(MOHD SALLEH BIN MOHD KASSIM)
Penolong Pendaftar Institusi Pendidikan dan Guru,
Jabatan Pelajaran Selangor,
b.p. Ketua Pendaftar Institusi Pendidikan dan Guru,
Kementerian Pelajaran Malaysia.

s.d. 1. Fati

"Jabatan Pendidikan Selangor Terbilang"

